

WELCOME!

**Multicultural
Religious Education**

**Session 1:
Getting Started**

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"Come, Come, Whoever You Are"

Come, come, whoever you are,
Wanderer, worshiper, lover of leaving.
Ours is no caravan of despair.
Come, yet again, come.
Though you've broken your vows a
thousand times
Come, yet again, come.

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Introductions

- Name
- Congregation you serve
- Size of congregation and RE program
- Your role in the congregation

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The module will address:

- Goals of multicultural religious education
- Four approaches to implementing the multicultural educational process
- Awareness of issues involved in cultural appropriation
- Promoting social structural equality and cultural pluralism
- Seeing oppressions as linked, not independent or idiosyncratic
- Exploration of issues of privilege and power
- Factors in creating a climate that invites, honors, and celebrates diversity

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Thus do we covenant....

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Getting to Know You

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Why Multicultural Education?

- What is Multicultural Education?
- Why Do UUs, Our Congregations, and Our Movement Need Multicultural Education?

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**"What the Children
of Jowonio Know"**

by Mara Sapon-Shevin

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**Hopes, Fears,
and Expectations**

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TED Talk

Chimamanda Ngozi Adichie
"The Danger of a Single Story"

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Exploring Our Identities

What is your story?

This is an opportunity to reflect on the story of who you are through words, art, song, however the spirit moves you.

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Who are you really?

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"Where Do We Come From?"

Where do we come from?
 What are we?
 Where are we going?
 Where do we come from?
 Mystery, mystery, life is a riddle and a mystery.

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End Session 1

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**Session 2:
Core Issues**

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Telling Our Story

"All people have a major task, from cradle to grave, of defining who they are."
 -- Na'im Akbar, African American psychologist

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Sharing

Each of you will have an opportunity to share your story.

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Questions

- What common themes did you hear?
- What are some of the factors that have shaped your identities?
- How was this process for you?

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Diversity Wheel Questions

- Which descriptions say more about you, the wheel or your story?
- While the wheel may not express the whole of who you are, the attributes you've written are important. How do these attributes influence your social reality?
- What other attributes might belong on an identity/diversity wheel?

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Privilege and Oppression

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Defining Privilege

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Sources of Power

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Connections between Power & Privilege

- What connections can be identified between the Sources of Power and unearned privileges?
- In what ways do these powers reinforce the privileges?
- How do the privileges reinforce the power?
- How do both reinforce oppression?

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Glennon Doyle Melton
@Momastery

If Jesus gave the Sermon on the Mount today:
Jesus: "#BlessedAreThePersecuted!!"
Us: "BOO JESUS! #AllAreBlessed!! BOO!"
#BlackLivesMatter
2015-08-11, 11:57 AM

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#BlackLivesMatter
VS.
#AllLivesMatter

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Find a partner.
Focus on another of the Sources of Power and come up with an example of how that kind of power reinforces privilege.

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Systems of linked oppression

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Silences

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Questions, part 1

In what ways are we as a congregation diverse?
How is diversity recognized, affirmed and celebrated?

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Questions, part 2

What are the silences in our community? Who is not here, not heard, not included? Who is ignored?

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Questions, part 3

What would this religious community look like if we were to hear and see and know each of us as full participants?

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Language

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**"Dark and Light,
Light and Dark"**
by Jacqui James

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End Session 2

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Session 3: Critical Reflection

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Opening Words

Our first task in approaching another people, another culture, is to take off our shoes, for the place we are approaching is holy. Else we find ourselves treading on another's dream. More serious still, we may forget that God was there before our arrival.
-- Author Unknown

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Approaches to Multicultural Education

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Five Approaches

There are five approaches to implementing multicultural curriculum reform...

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Contributions Approach –
Highlights cultural heroes, holidays, and discrete cultural elements.

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Additive Approach – Expands time spent on multicultural investigations with literal "add-on" units dealing in depth with content, concepts, themes, and perspectives.

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Transformation Approach – Enables participants to view issues, concepts, events, and themes from diverse ethnic and cultural perspectives. (Essentially teacher "pulls out," "redesigns," "creates anew" the existing curriculum.)

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Social Action Approach – Enhances engagement as participants make decisions on issues and take actions to solve problems.

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Cultural Change Approach – Uses all the approaches to create a multi-cultural culture that recognizes the community includes multiple cultural perspectives and backgrounds and strives to welcome and nurture these perspectives and to develop participants' anti-bias awareness.

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What Will We Be and for Whom?

- Essay by Kat Liu
- Blog post by Kenny Wiley

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Process both essays.

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UU Case Studies

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Cultural Appropriation

To "appropriate" culture means to take possession of aspects of someone else's culture in a way that...

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Cultural Appropriation

Disrespects a tradition's spiritual, historical, and social context.
Ignores the way our own culture may have affected and may continue to affect the lives of people of that culture.
Reinforces marginalization and oppression.

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Considerations for Cultural Borrowing

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What about the holidays?

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**Session 4:
Taking the Work Home**

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**Session 5:
Transforming Community**

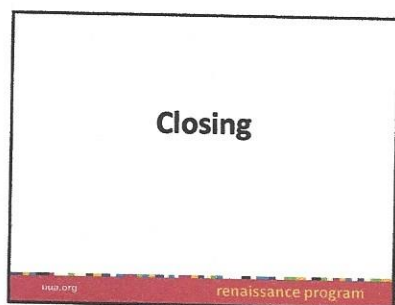
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Practical Application

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